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ABSTRACT

One in a series of K-6 teaching guides, this guide contains classroom activities dealing with citizenship education for use with children in grade 3. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic of Unit III, "Understanding Safety and Crime Resistance." Students are involved in many different kinds of activities. Some examples follow. In the unit on values, the teacher reads value situations to the students and has them answer questions posed in each situation. In another activity in this unit, students debate value issues. In the unit on responsibility, students produce a play called "A Neglected Responsibility." In the unit on laws, students read and discuss bicycle laws and then make a poster presenting and illustrating one of the laws. The authority unit involves students in checking the encyclopedia to find the names given to policemen in other countries and posting their names on a world map. In other activities, students complete worksheets, analyze cartoons, present a play on shoplifting, and unscramble words. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6

SO 013 216

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This curriculum project was and is the work of many people. It was initially developed as "Teaching Individuals Protective Strategies" by a team of educators from the Charlottesville City and Albemarle County School System of Virginia under the supervision of Scott Hamrick. We gratefully acknowledge their work and profer our thanks for allowing us to use their materials, funded by a Title IV-C grant, as a basis for our Pennsylvania revision.

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Arts and Humanities, Citizenship, and Environmental Education Division
Clyde M. McGeary, *Chief*

Social Studies Program
Robert L. Schell
Robert A. Wingert

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies*. In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

• this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others

PURPOSE:

Criminal and quasi-criminal acts are prevalent. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will be able to define the word "attitude."
- The student will be able to define the word "value."

ATTITUDES
WHAT ARE YOUR ATTITUDES? (expressing opinions)

VALUES
PEOPLE HAVE VALUES (decision making)
Taking Sides On An Issue (debate)

RESPONSIBILITY
RESPONSIBILITY INQUIRY (role play)*
A NEGLECTED RESPONSIBILITY (play)*
The Choice (listening)

CONFLICT
CONFLICTS ARE EVERYWHERE (problem solving)
CLASS DISRUPTION (discussion)
Conflict Poll (making choices)*
Act It Out (role play)
RIGHTS
CONSUMER AWARENESS

*STUDENT WORKSHEET Provided

ATTITUDES

WHAT ARE YOUR ATTITUDES?

Purpose: Demonstrate an understanding of the concept of attitudes

DISCUSS:

1. What is a "feeling"?
   - an attitude or emotion toward someone or something
   - our emotions

   FEELING: What we believe or think about someone or something
2. What are different types of feelings?
   - feeling good, bad, sorry, etc., liking and not liking, caring and not caring, worthwhile and not worthwhile, love and hate, mean and nice, beautiful or ugly
3. What are some things about which you have strong feelings?
   - love my parents, hate my nickname, care about my pet, think my mother is beautiful, think school is worthwhile, etc.
4. What are some things about which you have no feelings?
   - the time when we go to the library, what car my teacher drives, etc.

Explain to your students how they feel about persons, places, things and actions is their attitude toward those things.

ATTITUDE: one's feelings about persons, places, things and actions

Question different students on their attitudes toward some of the following things. Emphasize that attitudes vary from one person to another. This is one of the ways that people are different and unique.

What is your attitude toward: ice cream, skateboards, comic books, football players, home, school, police officers, your community, telling the truth, shoplifting, teasing, fighting, name calling, sharing, vandalism, being a good sport, reporting a stranger who bothers you, being responsible, taking shortcuts, people who ride their bikes on sidewalks, etc.?

VALUES

PEOPLE HAVE VALUES

Purpose: Students will determine what values mean and demonstrate how (personal) values often determine our actions

DISCUSS:

What is a value?
- an ideal or belief that one holds important
- something prized and cherished

VALUE: something considered important and worthwhile

Read the following situations to students and have them answer the question posed in each situation.

Emphasize that "values" often determine actions, e.g. when we value honesty, we tell the truth or when we value education, we do our school work.

- Tom and Dick both want a football. Dick goes without ice cream so he can save to buy one. Tom spends his money for ice cream or candy. Who values having a football more?
- Kim takes care of her bicycle, and Allan throws his on the ground. Who values their bicycle more?
- Martin never changes his clothes after school, and Joey always puts on play clothes when he gets home. Who values keeping clothes nice?

- Janice always tells the truth and Sue tells "little white lies." Who values telling the truth more?
- Reggie really tries hard to stay on the line and print neatly. Butch writes quickly so he can finish first. Who values neat work more?
- Pete tries to make sure his dog cannot go into the road when he leaves for school. Charlie leaves his dog running loose. Who values his pet more?
- Nancy takes Andrea's pencils without asking. Betty asks to borrow pencils. Who respects other people's property more?

Taking Sides On An Issue

Purpose: Demonstrate an awareness of ways in which acceptable behavior may produce positive results for the individual and/or the group and demonstrate an awareness of ways in which unacceptable behavior may produce negative results for the individual and/or the group.

Divide your class into debating groups and assign issues. Each group should discuss its arguments and choose the five best points to present. Let each group decide who will present the arguments and how they will be presented. Students on each team should take the team's position whether they agree with it or not. The winning teams should be judged only on the points they present and not on the popularity of the issue.

Examples of issues:

- Lying is worse than stealing vs. Stealing is worse than lying
- Bicycles are more dangerous than skateboards vs. Skateboards are more dangerous than bicycles
- Name calling hurts more than fighting vs. Fighting hurts worse than name calling
- Police officers have a harder job than firefighters vs. Firefighters have a harder job than police officers
- Playing at construction sites is more dangerous than walking through alleys vs. Walking through alleys is more dangerous than playing at construction sites.

Teacher's Notes...

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RESPONSIBILITY

RESPONSIBILITY INQUIRY

(STUDENT WORKSHEET Page 14)

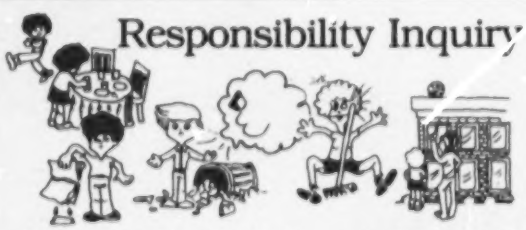
Purpose: Determine the meaning of responsibility

DISCUSS:

1. What does the word "responsible" mean?
   RESPONSIBLE: carrying out a job or doing what you are expected to do
2. What kinds of things do we look for in a responsible person?
   - someone who can be trusted
   - someone who will take charge of something
   - someone who can do work without supervision

Distribute the worksheets. Divide the class into five groups and assign a situation to each group. Give groups time to meet to decide how to present their situation. When the class has come back together, each group should role play a situation to the class and discuss the follow-up questions.

Responsibility Inquiry



I. Jean was supposed to set the table. There was something that she had to do after school, so she asked her sister Betty, to set it for her. Betty agreed but forgot.
What might happen between Jean and Mother?
What might happen between Jean and Betty?
Who should be the one held responsible for the fact that the job was not done? Why?

II. Billy was responsible at home for emptying the trash. One windy day some of the trash that he was emptying blew away.
What should he do?
Was he being responsible for his job?

III. Jason was responsible for putting the rake away after raking the yard. He meant to do it but forgot, because Larry wanted him to play ball. That night Mother went to get the clothes off the line and tripped over the rake.
What might have happened to Mother?
What might she say to Jason?
How do you think Jason might feel when he knows he's responsible for what happened?

IV. Barbara was responsible for bringing the kickball in after recess. She forgot and when she went back, it was gone. A friend told her that he saw John throw it onto the roof. Barbara had to tell her teacher.
Did Barbara act as a responsible person?
How might the rest of the class feel about trusting Barbara again?
How might Barbara feel, and what might she say to her teacher.

V. Robert checked a book out of the library. Instead of putting it in his desk, he put it on the counter next to the sink. Theresa saw the book but went ahead and washed her hands while water splashed from the sink onto the book.
Was Robert acting in a responsible way?
Was Theresa acting in a responsible way?
What could both students have done?

A NEGLECTED RESPONSIBILITY

(STUDENT WORKSHEET Page 15)

Purpose: Demonstrate an awareness of how responsibility of individual group members is necessary for the preservation of a group

Select a group of students to produce this play. Give each of them a copy of the student worksheet. Allow them time to rehearse before presenting the play to the class. Following the presentation, allow the narrator to ask the follow-up questions and lead a discussion of each.

A NEGLECTED RESPONSIBILITY

Characters: Narrator, Barbara, Fred, Joan, John, and Barbara's Mother

NARRATOR: Fred and John had a paper route. They were working very hard to save money. All the money they could save was to be used to go to a circus which was coming to town. Fred and John had asked Barbara and Joan to take the papers on Saturday so that they could go to the circus. The girls were very happy to do this.

Fred: I can't wait to see the elephants. They are my favorite animals in the whole circus.

John: I like the clowns best, because they make you laugh.

NARRATOR: Friday came, and it was the day before the "Big Circus."

Fred: Barbara and Joan, I hope you are still going to work for us on Saturday.

Joan: Yep!

Barbara: What are we going to do? It's all our fault!

NARRATOR: What would you tell Fred and John?
What would you tell the customers?
Do you think the customers will be angry?
Did the girls act in a responsible way? Why?
Why not?
What is Barbara's and Joan's responsibility now?

The Choice

Purpose: Demonstrate an understanding of how individuals and/or groups react to acceptable behavior and demonstrate an understanding of how individuals and/or groups react to unacceptable behavior

The Choice

Annie loved the little yard in front of her house. It always made her feel happy to see the tiny patch of lawn with the border of brightly colored flowers. But for several weeks now the yard had gone untended. Annie's mother had been in the hospital and, without her around, there was no one to do the yard work.

One evening when Annie came home from school, her aunt greeted her at the door. "Annie," she said, "you'll never guess the good news. Your mother is coming home the day after tomorrow."

Annie's eyes filled with tears. She had missed her mother very much. She was glad that her mother was getting well and would be coming home.

"Annie," said her aunt, "you know how much your mother's garden means to her. I think it would be very nice if you would weed and water her garden so it will look pretty for her when she comes home."

"You're right, Auntie," said Annie. "That's one responsibility I won't mind a bit."

Next day after school, Annie hurried home to begin work on the yard. For more than two hours she raked and weeded. Now, the only thing left to do was the watering. Annie had seen her mother do the watering many times. There were delicate plants that had to be watered from below the leaves. Just as Annie started to water, her aunt called her to the telephone.

"Hello," said Annie as she picked up the telephone.

"Hi," said Martha, her best friend. "Hey, come on over. My dad just came home, and he's got three tickets to the fair and says he'll take us and buy us dinner and everything. But you've got to hurry."

Annie was excited. Then she remembered the watering. "I'm sorry Martha. I can't do it, because I have to water the yard."

"Can't you just turn on the sprinkler and let it water until you get back?" asked Martha.

"No," said Annie, "the plants have to be watered carefully and by hand."

"Oh, just once won't matter," said Martha.

Annie thought long and hard. "No, Martha, she said. "I'm sorry, but I'm afraid I won't be able to go."

DISCUSS:

1. What did Annie consider her responsibilities to be in regard to taking care of the yard?
2. How seriously did Annie take her responsibility toward the yard work?
3. What kinds of things do you think Annie considered in making a decision as to whether to finish the yard work or go to the fair?
4. Why do you think Annie made the decision that she did in this situation?
5. What do you think were the benefits of Annie's decision to stay home and finish carrying out her responsibilities?
6. Do you think that Annie made the right decision? What would you do if you were in Annie's position?

Susan W. McKay, ed, Law in a Free Society: On Responsibility. (Santa Monica, California, 1973) p. 15–17.

Teacher's Notes...

CONFLICT

CONFLICTS ARE EVERYWHERE

Purpose: Demonstrate an awareness of why disagreements occur between individuals and groups and demonstrate a knowledge of several ways that disagreements can be settled

DISCUSS:

1. What does it mean to have a problem?
   - can't make up your mind on something
   - can't decide what to do in a situation
   - you need an answer but can't decide on one
   - deciding right from wrong in certain situations
2. What does the word "conflict" mean?
   - a disagreement, argument or fight

   CONFLICT: a problem to be solved either with self or others
3. What are some conflicts which you might have with yourself?
   - what TV program to watch
   - which book to check out of the library, etc.
   - can't decide whether or not to tell the truth about some incident
4. What are some conflicts which you might have with others?
   - what game to play at recess
   - whose drawing was best, etc.

Read some of the following conflict situations to students or make up some that are appropriate to your class.

Conflict Situations:

1. There's a pencil on the floor. Two students say it belongs to them.
2. You see a friend take something in a store.
3. The quickest way to get to school is through Mrs. Barnes' yard.
4. It's your turn to wash the dishes and there's a special program on TV.
5. The teacher promised there would be time for recess, and now it is raining.
6. Your friend wants you to play, but you know you have lots of homework.
7. Two older kids want to take your money away.

DISCUSS:

1. What is the conflict?
2. What ways can be used to solve the conflict?
3. Is there more than one good way to solve this conflict?

CLASS DISRUPTION

Purpose: Determine the need for rules/ laws as a means for settling disagreements

Without explanation, tell the class you want to read a letter you have written, but not yet given to the principal. Adapt the letter to reflect your specific concerns and read it to the class.

Dear M____ _____:

I have some concerns about my class and I would like your help. First, I want to say that I have a good class and am proud of them — most of the time. As a rule, they work hard and do what is expected. However, there are times when I know we can do better. Let me tell you some things that happen from time to time which concern me.

1) Often at the beginning of class we waste too much time getting class started. Some of the students have to go to the pencil sharpener, get books, paper and other supplies. During this time they are noisy, and often it takes 10 minutes or more to get class underway.
2) Sometimes some of my students get into name-calling, and this disrupts the class and wastes time. Name-calling has sometimes ended in pushing, shoving and fighting.
3) Sometimes some of the students run to class or run out when the bell rings. As you know, this is dangerous, and I want my students to walk.
4) Sometimes some of us don't show enough respect for others. There have been times when a student picks on another student by marking on his paper, snatching pencils, pulling hair, making noises, etc.

M_____ _____, if you could give me some suggestions as to how to solve these problems, I will be most pleased. I look forward to hearing from you.

Sincerely,

M_____ _____

After you have read the letter, have students discuss it by asking the following probe questions. Adapt the questions to your concerns. Use your own judgment as to whether or not you give the letter to the principal.

DISCUSS:

1. Do you think the letter is fair? Why or why not?
2. Can you see why I am concerned?
3. Do you think we can solve our own problems without sending the letter?
4. What are some things we can do to help improve?
5. How many of you are willing to do the things that have been suggested?

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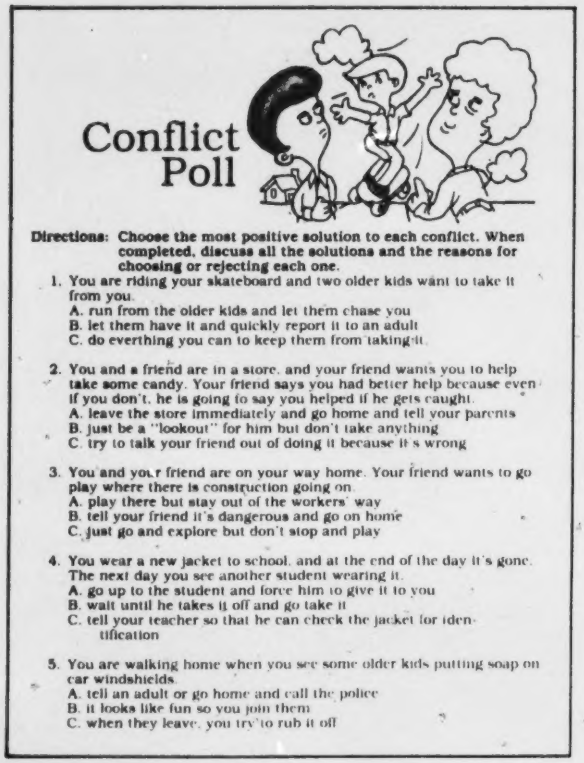
Conflict Poll

(STUDENT WORKSHEET Page 17)

Purpose: Determine what respect means, differentiate between personal property and public property, demonstrate how one's action toward others will affect the behavior of others toward oneself, and determine the need for rules/laws as a means for settling disagreements

Distribute the student worksheet and ask students to choose the most positive solutions to each conflict. When completed, discuss all the solutions and the reasons for choosing or rejecting each one.



Conflict Poll

Directions: Choose the most positive solution to each conflict. When completed, discuss all the solutions and the reasons for choosing or rejecting each one.

1. You are riding your skateboard and two older kids want to take it from you.
   A. run from the older kids and let them chase you
   B. let them have it and quickly report it to an adult
   C. do everthing you can to keep them from taking it.

2. You and a friend are in a store, and your friend wants you to help take some candy. Your friend says you had better help because even if you don't, he is going to say you helped if he gets caught.
   A. leave the store immediately and go home and tell your parents
   B. just be a "lookout" for him but don't take anything
   C. try to talk your friend out of doing it because it's wrong

3. You and your friend are on your way home. Your friend wants to go play where there is construction going on.
   A. play there but stay out of the workers' way
   B. tell your friend it's dangerous and go on home
   C. just go and explore but don't stop and play

4. You wear a new jacket to school, and at the end of the day it's gone. The next day you see another student wearing it.
   A. go up to the student and force him to give it to you
   B. wait until he takes it off and go take it
   C. tell your teacher so that he can check the jacket for identification

5. You are walking home when you see some older kids putting soap on car windshields.
   A. tell an adult or go home and call the police
   B. it looks like fun so you join them
   C. when they leave, you try to rub it off

Perhaps the class can decide a way to place identification on personal items such as clothing (e.g. make name tags on strips of cloth and have parents sew them to items).

Act It Out

Purpose: Demonstrate an understanding of acceptable behavior, demonstrate an understanding of acceptable behaviors for various situations, demonstrate an understanding of unacceptable behaviors for various situations, identify some reasons why people engage in unacceptable/criminal behavior, determine to the best of his/her ability those behaviors which may be caused by, or related to, social, economic and psychological factors, and demonstrate responsible action and adherence to school rules through daily action

Put the following situations on individual cards. Distribute cards to small groups of students to role play for the rest of the class. Discuss the solutions decided upon by each group and perhaps think of alternatives. Discuss also what prompts such actions.

1. You are riding the bus and someone tries to push you out of your seat. Act out what you would do and say. (2 or 3 students)
2. You are playing a game with a classmate and he pushes you down. He says you pushed him first. What would you do? Act it out. (2 students)
3. All the cookies are missing from the cabinet. Your Mom thinks you took them. Act out the conversation. (2 students)
4. Someone makes a loud noise. Your teacher accuses you. What will you do? Act out this situation. (3 or more)
5. Your class is making lots of noise before it's time to go out to recess. You are sitting there quietly, ready to go. Act out a way you would help the rest of the class to get quiet. (large group)
6. Several students are having to wait their turn in P.E. Show how they might help to get their turn faster. (5 students)
7. Some of the students have not had their turn on the swings. Time has run out for this recess time. Show how some of the children might act. Show how you would act to be fair about this. (5 students)
8. You and your best friend are playing. Your friend hurts your feelings. What would you do? Act this situation out to show the best way to solve the problem. (2 students)
9. Play a situation in which you get blamed for something that you did not do. Act out the way in which you solve this problem. (3 or more students)
10. Someone threatened you in the bathroom. What would you do? Show what you should do to prevent this happening again. (3 or more students)

RIGHTS

Purpose: Identify rights protected by law, demonstrate an understanding of the need for protecting rights of individuals, and provide examples of how laws protect individual rights

Discuss what a right is. Show the American Rock Filmstrip Series on consecutive days with discussion following each showing. This series (titles listed below) progresses from colonial times to present day and depicts the evolution of our government and the safeguards that the constitution has built into it.

Possible discussion questions:
1. What does the word right mean?
2. What is a right?
3. Why did the colonists want rights?
4. Name some rights or "freedoms" shown in these filmstrips.
5. Are rights important to you? Why?
6. Can rights still be added to our constitution today?

America Rock, Xerox Films, 1976
Filmstrip Titles Include:
- Just A Bill
- No More Kings
- Elbow Room
- Shot Heard Round The World
- The Preamble
- Suffering Until Sufferage

CONSUMER AWARENESS

A. Why We Use Money

Purpose: Demonstrate an understanding of money as the representation of financial worth/wealth

1. Discuss with students why they think we use money.
2. Are there other ways to obtain the goods and services we need?
3. Show film Why We Use Money: The Fisherman Who Needed A Knife, Learning Corporation of America, 7 minutes. (This animated film depicts the pitfalls of bartering and how money as we know it today came into being.)
4. Review film with students and discuss the pros and cons of money.

B. JETStown, U.S.A. (A unit)

Purpose: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking, recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups, perform mathematical operations necessary for consumer activities, identify and explain the rights and responsibilities of renters, lessors and owners, and demonstrate the use of the monetary system

Many other purposes can be generated for this activity. These are some of the most important.

JETStown, U.S.A.

Week 1 and 2
Discuss with students the pros and cons of having a set of rules for the classroom made and enforced by themselves.

Draft a list of possible rules from student ideas and vote on same.

After rules have been adapted and copies given to all students discuss the similarity of our ground rules to the constitution, Indian tribal law, sports rules etc. Also talk about possible ways to enforce our rules other than the traditional teacher method. Undoubtedly a court system idea or policeman idea will arise.

Students will want to vote for policemen or judges. Tell them you have given it great thought and that rather than to have just a policeman or a judge you think it might be nice to have an entire community within the classroom. What other officials might there be? Mayor, Secretary, Treasurer, Tax Collector. Also tell students you have decided that to make it more exciting you will give them a chance to make at least $6.25 a week in JETStown money (a special money). Students will also, however be required to pay $3.00 a week rent for their desk, and of course just as their parents taxes $1.50 a week — that is as long as every one can pay their rent and taxes. If someone can't they will have to go on welfare and that will raise taxes 25¢ a week for every person on welfare. Money can be earned at a rate of 25¢ per day for each of the following categories: 1) attendance, 2) homework, 3) getting along with others, 4) responsibility, 5) personal goals (Just For Me).

Extra earnings may be earned by A's on tests or special (extra) work done by students.

Earnings are lost by not attaining the above mentioned goals.

Week 3
Students are given a time sheet for each week. At 9:00 each morning the teacher checks to see that a personal goal has been chosen for the day, at dismissal time teacher and students discuss as to whether or not the goal has been met. Each Friday afternoon the time sheet is checked and earnings dispensed.

As time progresses a town mayor, treasurer, police commissioner, tax collector, room manager (for collecting rents for the teacher) can be elected. Campaigns should last approximately 1 week before the election. Through town meetings the salaries for these jobs can be decided (no more than 25¢ per job per week). (See examples of money and different types of farms.)

Special school events or parties may require extra payment by the students.

An insurance agency may be started early on in JETStown. By paying 25¢ a week students are guaranteed payment for all catagories except for personal goals during an absence.

The need for a welfare department will also become evident early. If on welfare the students rent and taxes will be paid but they only receive 25¢ for spending money. Also all other students taxes go up by 25¢ a week for each student on welfare.

Stores and businesses can be brought in as students begin to get the basic routine of the community. Banks also develop after the second or third month when students begin to have extra money and also begin to lose it. Local banks often will give you checks and other bank basics free of charge.

Town meetings once a week should also hold demonstrations. Local consumer groups will show students the differences in cereals, generic vs. brand names, advertising, etc.

Only one's imagination can stop the possibilities of JETStown.

Teacher's Notes...

16

25¢
TWENTY FIVE
25¢
JETSTOWN
CENTS
25¢
25¢

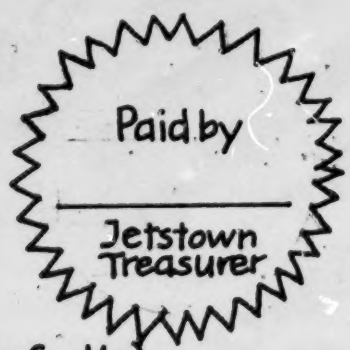
25¢
TWENTY FIVE
25¢
JETSTOWN
CENTS
25¢
25¢

JETSTOWN·U·S·A·
X1911764
J
X1911764
ONE

Jetstown Timesheet

Name _____ Date _____

	Attendance	Homework	Getting along with others	Responsibility	Total
Monday	25¢	25¢	25¢	25¢	
Tuesday	25¢	25¢	25¢	25¢	
Wednesday	25¢	25¢	25¢	25¢	
Thursday	25¢	25¢	25¢	25¢	
Friday	25¢	25¢	25¢	25¢	



Total _____

Personal Goals + _____

Extras + _____

Total Payment Due + _____

(Just for Me)

Personal Goals (Mark goals that you get done by putting an X on the 25¢)

Monday	o	25¢
Tuesday	o	25¢
Wednesday	o	25¢
Thursday	o	25¢
Friday	o	25¢

Total for goals _____

JETSTOWN EXTRA EARNINGS VOUCHER

DATE _____

TO _____

FOR _____

AMOUNT _____ SIGNED _____
TEACHER

FINE

TO _____ DATE _____

FOR _____

AMOUNT _____

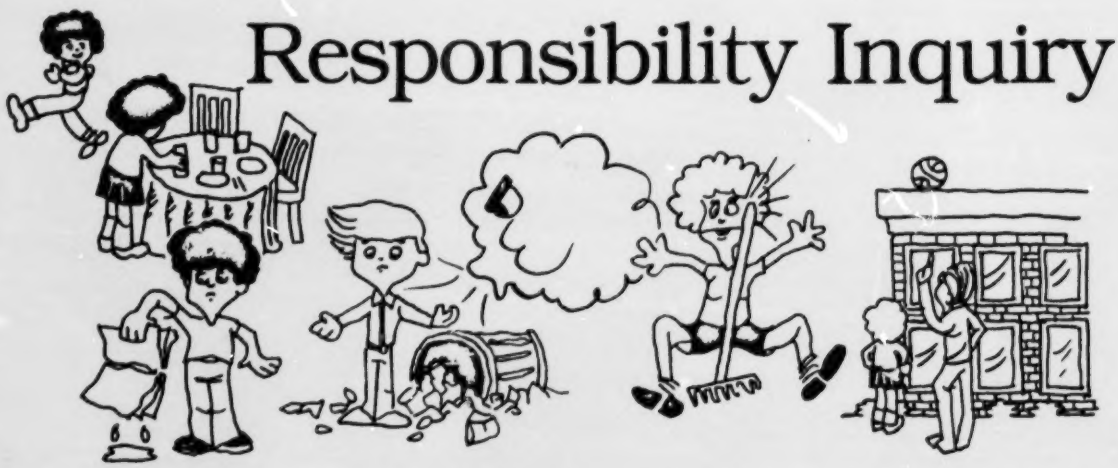
You have the right to appeal on or before Friday _____

(All fines levied by police commissioner must also be signed by the teacher)

SIGNED _____ SIGNED _____
POLICE COMMISSIONER TEACHER

Insurance records, tax records, rent records, and pay records may be made from class lists with space for amount paid, or on large sheets of oaktag where students may mark themselves off with a sticker given them as a receipt when they pay insurance, tax, or rent. Pay records may be kept in a columnar notebook when possible.

Responsibility Inquiry



I. Jean was supposed to set the table. There was something that she had to do after school, so she asked her sister, Betty, to set it for her. Betty agreed but forgot.

What might happen between Jean and Mother?
What might happen between Jean and Betty?
Who should be the one held responsible for the fact that the job was not done? Why?

II. Billy was responsible at home for emptying the trash. One windy day some of the trash that he was emptying blew away.

What should he do?
Was he being responsible for his job?

III. Jason was responsible for putting the rake away after raking the yard. He meant to do it but forgot because Larry wanted him to play ball. That night Mother went to get the clothes off the line and tripped over the rake.

What might have happened to Mother?
What might she say to Jason?
How do you think Jason might feel when he knows he's responsible for what happened?

IV. Barbara was responsible for bringing the kickball in after recess. She forgot and when she went back, it was gone. A friend told her that he saw John throw it onto the roof. Barbara had to tell her teacher.

Did Barbara act as a responsible person?
How might the rest of the class feel about trusting Barbara again?
How might Barbara feel, and what might she say to her teacher.

V. Robert checked a book out of the library. Instead of putting it in his desk, he put it on the counter next to the sink. Theresa saw the book but went ahead and washed her hands while water splashed from the sink onto the book.

Was Robert acting in a responsible way?
Was Theresa acting in a responsible way?
What could both students have done?

A NEGLECTED RESPONSIBILITY

Characters: Narrator, Barbara, Fred, Joan, John, and Barbara's Mother

NARRATOR: Fred and John had a paper route. They were working very hard to save money. All the money they could save was to be used to go to a circus which was coming to town. Fred and John had asked Barbara and Joan to take the papers on Saturday so that they could go to the circus. The girls were very happy to do this.

Fred: I can't wait to see the elephants. They are my favorite animals in the whole circus.

John: I like the clowns best, because they make you laugh.

NARRATOR: Friday came, and it was the day before the "Big Circus."

Fred: Barbara and Joan, I hope you are still going to work for us on Saturday.

Joan: Yep!

Barbara: It should be a whole lot of fun. I always wanted to be a paper carrier.

John: Here is the list of customers. Everybody on the list gets a paper.

Barbara and Joan: Don't worry! We will take care of everything.

NARRATOR: Saturday came, and the big circus was in town. Everybody was excited and ready to go see all the many animals, clowns and acrobats.

Barbara's mother: Barbara, I have a big surprise for you. My boss gave me three tickets to the circus. How would you and Joan like to go? If so, call Joan now, because the circus starts in a couple of hours.

NARRATOR: Barbara got on the phone to call Joan and decide what to do.

Joan: Well, we promised we would deliver the papers, but we didn't say WHEN. Let's go to the circus and deliver them when we come home.

Barbara: Good idea!

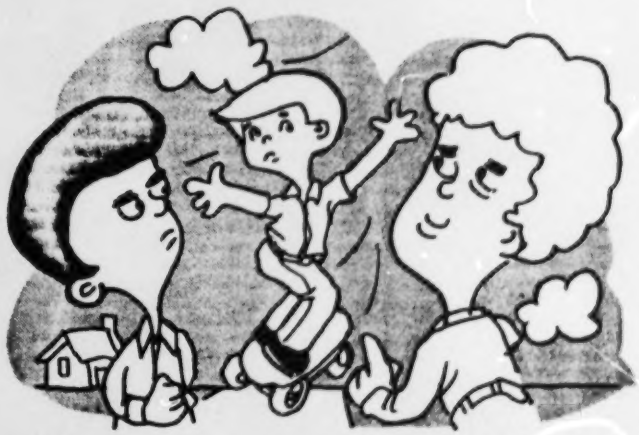
NARRATOR: So the girls went to the circus and had a great time. When they came home they ran straight to the corner where the papers were always dropped off. But when they got there ...

Joan: Oh! No! All the papers have been torn up and thrown all over the street!

Barbara: What are we going to do? It's all our fault!

NARRATOR: What would you tell Fred and John?
What would you tell the customers?
Do you think the customers will be angry?
Did the girls act in a responsible way? Why?
Why not?
What is Barbara's and Joan's responsibility now?

Conflict Poll



Directions: Choose the most positive solution to each conflict. When completed, discuss all the solutions and the reasons for choosing or rejecting each one.

1. You are riding your skateboard and two older kids want to take it from you.
   A. run from the older kids and let them chase you
   B. let them have it and quickly report it to an adult
   C. do everthing you can to keep them from taking it.

2. You and a friend are in a store, and your friend wants you to help take some candy. Your friend says you had better help because even if you don't, he is going to say you helped if he gets caught.
   A. leave the store immediately and go home and tell your parents
   B. just be a "lookout" for him but don't take anything
   C. try to talk your friend out of doing it because it's wrong

3. You and your friend are on your way home. Your friend wants to go play where there is construction going on.
   A. play there but stay out of the workers' way
   B. tell your friend it's dangerous and go on home
   C. just go and explore but don't stop and play

4. You wear a new jacket to school, and at the end of the day it's gone. The next day you see another student wearing it.
   A. go up to the student and force him to give it to you
   B. wait until he takes it off and go take it
   C. tell your teacher so that he can check the jacket for identification

5. You are walking home when you see some older kids putting soap on car windshields.
   A. tell an adult or go home and call the police
   B. it looks like fun so you join them
   C. when they leave, you try to rub it off

UNIT II
Understanding Society

PURPOSE

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to define the term "law."
- The student will be able to identify two authority figures.

RULES

READY-GO GAME (motivational game)
RULES ARE EVERYWHERE (inquiry)
The Fire Alarm (listening comprehension)
Careless Carl Walks to School (story completion)*

LAWS

BICYCLE LAWS (discussion)
LAWS AND THE CRAZY ELEPHANT (critical thinking)*

AUTHORITY

LET'S TALK ABOUT AUTHORITY (critical thinking)*
Bag Surprise (creative sculpture)
Who's in Authority (classification)
Who Am I? (riddles)
Roles of Police Officers (role play)
A Policemen is A Cop is A?

* STUDENT WORKSHEET Provided

RULES

READY-GO GAME

Purpose: Identify the need for rules within a group and between groups

Seat class in two groups. Place trash cans in opposite corners of the room. Tell the class that you are going to play a really exciting game. (Get the class very excited about it.) **Then say, "O.K. Ready, Go" and hand one child a paper ball. Let the students take charge of themselves and observe what happens.** This activity is to allow the students to do whatever they decide to do without further teacher instruction. **If students become frustrated, encourage them to improvise and decide on rules and an object for the game. After a period of time, stop the "game."**

DISCUSS:

1. How do you feel about how the game was played?
2. Why do you feel this way?
3. How do you think the game could have been better?
4. How do you think that this game was different than other games?
5. Did someone in the group become a leader?
6. Would it have been easier to play this game if there had been rules?
7. What are rules?
   - guide to doing something the right way

   RULE: something written or said which tells us how to act
8. What types of rules are there?
   - math rules
   - rules of behavior
   - rules for protection, etc.
9. Why do we need rules?
   - to protect us
   - to keep us healthy and safe
   - to keep order
   - to let people know what behavior is expected, etc.
10. What happens when rules are broken?
    - there is disorder

Now have the class decide on appropriate rules for Ready-Go Game and play it again following the new set of rules.

RULES ARE EVERYWHERE

Purpose: Demonstrate that rules are universal

Obtain pictures of various places such as kitchen, school room, playground, busy street, campsite, etc. and display where students can see them. Give a rule and have students decide on a place where that rule might be applicable. There might be more than one place that it is a rule. Below are listed some rules that might apply.

Kitchen
- Turn pan handles to the back of the stove so young children cannot reach them.
- Put all sharp instruments away. (e.g. knives)
- Put all electrical appliances out of the reach of young children.
- Keep all kitchen cleansers out of reach of young children.
- Put a lock on the cupboard door where cleansers are kept.

School Room
- You need a pass or permission to leave the room.
- Keep your hands to yourself.
- Be responsible for your own belongings.

Playground
- Only one person in a swing at a time.
- Never stand up on the swings.
- Do not walk in front of swings while someone is swinging.
- Slide only in the safe and proper way.

Busy Street
- Look both ways before crossing.
- Cross only at intersections.
- Do not cross between cars.
- If there are no sidewalks, walk on the side of the street facing traffic.

Campsite
- Do not litter.
- Be sure your campfire is out before you leave.

The Fire Alarm

Purpose: Identify rules followed in school, home, play, etc. and demonstrate an awareness of how rules contribute to the well-being of these groups and to the well-being of the child

Read the following story to your students.

Tom knew all about fire drills at school. He knew that students were supposed to line up quietly at the sound of the alarm and march out of the school onto the grounds. The first weeks of school they had a fire drill every week, and Tom got a little tired of them. So when the fourth week came around, he decided to stay in the room the next time.

When the fire alarm sounded the next time, he hid in the closet. It seemed to him that the teacher was really hurrying the children out. She was hurrying because this time there was a real fire.

When her class was out of the building, the teacher counted the children and realized that Tom was missing. "Does anyone know where Tom is?" she asked. No one did. She looked around, but she did not see Tom. She decided to go back into the building, but the firemen would not let her.

When Tom heard the fire engines, he realized that something was wrong. When he heard the men coming closer, he thought that they would come into his room, but they went on by to get to the location of the fire. Tom ran out of the closet with his hand over his mouth and nose and joined his class outside.

DISCUSS:

1. What was the rule Tom disobeyed?
2. Why was the rule made?
3. What might have happened if the fire had been a fast-burning one?
4. Did Tom cause danger for others as well as himself? (Yes, teacher could have gotten burned.)
5. Is it important that we be able to trust others to follow rules? Why?

Adapted: Carr, Dorothy B., and Ernest P. Willenberg. **Teaching Children Safety Through Unfinished Stories.** Freeport, N.Y. Educational Activities, Inc. 1966.

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Careless Carl Walks to School
(STUDENT WORKSHEET Page 28)

Purpose: Determine the difference between rules and laws

Provide examples of pedestrian traffic rules and determine the difference between safe and unsafe pedestrian behavior.

DISCUSS:

What are some traffic rules for pedestrians (walkers)?
- Walk on the left side of road facing traffic if there is no sidewalk.
- Cross only at intersections. Do not jaywalk.
- Obey traffic signs and signals
- Look both ways before crossing.
- Watch for turning traffic.

Duplicate and distribute the worksheet to your students. Have them read the story and add an ending in the space provided. Have them list the traffic rules at the bottom of the worksheet.

Careless Carl Walks To School

Carl's mother usually drives him to school. One morning the baby was sick, so Carl had to walk to school. He knew he was late, so he walked very fast. Because it was so late, traffic was heavy. There were no sidewalks, and cars kept whizzing by him. Once he moved a little way out in the street to pass a parked car and had to jump back quickly to avoid being hit by a truck. After that he kept looking over his shoulder so he could see if any cars were coming.

Finally, he saw a street light ahead where he could cross, but Carl knew he always had to wait and wait at that corner. He decided to watch the cars and cross the street at the first chance. When he thought the way was clear, he dashed across the street. Suddenly there was the sound of screeching brakes

_____

_____

_____

_____

_____

_____

_____

_____

List below the traffic rules that Carl disobeyed.

Walked on right instead of facing traffic.
crossed in middle of the block instead of at the light.

Adapted: Carr, Dorothy B., and Earnest P. Willenberg. Teaching Children Safety Through Unfinished Stories. Freeport, N.Y.: Educational Activities, Inc., 1966.

Teacher's Notes...

LAWS

BICYCLE LAWS

Purpose: Students will recognize the difference between a rule and a law

DISCUSS:

1. What are laws?
   - Rules are called laws when they are made and enforced by governing bodies. (e.g. city, county, state and/or national governments)

   LAW: an official set of rules

2. How are rules and laws alike?
   - They are made for the same reasons — for protection, safety and to see that there is equal treatment for all.
3. How are rules and laws different?
   - It is more serious to break a law.
   - Punishment for breaking laws is more severe.
   - Usually when a law is broken, the citizen must go before a judge.

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Ask students to think of bicycle laws and list them on the board or on a chart. Be sure that students differentiate between laws and safety tips.

Bicycle Laws

- Signal for turns and stops.
- Obey all traffic signs, signals and rules.
- Yield the right of way to pedestrians.
- Drive solo - only one on a bicycle.
- Drive with traffic in single file — close to the right-hand side of the road and watch for opening car doors.
- Equip your bicycle with headlight and reflector if riding at night.
- Do not ride on sidewalks.
- Do not do stunts with your bike. This could be considered reckless driving.
- Stop and look both ways before entering street.

Safety Tips

- Keep feet on pedals at all times.
- Keep both hands on handlebars unless signaling.
- Keep bicycle in good repair.
- Walk bicycles across busy intersections.
- Never leave your bicycle unlocked and unattended.
- Do not leave your bicycle in yard or driveway where it can be seen from the road.

Have each student make a poster presenting and illustrating one of the laws. Display the posters in an appropriate place so other students may be reminded of bike laws.

A Bicycle Safety Manual has been sent with this booklet. These should be introduced to the children at this time.

LAWS AND THE CRAZY ELEPHANT

(STUDENT WORKSHEET Page 29)

Purpose: Demonstrate an awareness of how rules contribute to the well-being of these groups and to the well-being of the child

Duplicate the worksheet and distribute to students. Have the students read along silently as you read the story to them.

Laws And The Crazy Elephant

There was once this crazy elephant named Elliot. He acted crazy because he did things without thinking.

When Elliot's birthday came, he got a brand new bike. He was very proud of this new bike and wanted to show it off. His mother said, "Now Elliot, you must let your father show you how to ride and teach you bike laws."

Elliot really wanted everyone to see his new bike so when his mother went to the store, he decided to ride it to town. As he got close to town he noticed all the cars were headed straight toward him. He heard someone yelling, "Get over you dummy. You're on the wrong side of the road." Elliot kept on going. A little later he saw a red light hanging above him, and he pedaled right underneath it. He heard horns honking and people shouting, but he kept on going.

As Elliot rode into town, he saw his friend Jumbo. He hollered, "Hey, Jumbo, want a ride?" So Jumbo jumped on the handlebars. Elliot could not control the bicycle very well, and the cars started honking again. He decided it would be safer to ride on the sidewalk. Suddenly, he saw a trash can right in his path, and he turned to miss it. He ran right into a lady elephant and knocked her down. Elliot decided maybe he had to learn bike rules after all.

DISCUSS:

1. What laws did Elliot break?
   - You must ride with the traffic not against it.
   - You must stop for all traffic signs and signals.
   - You must not ride on the sidewalk.
   - You must ride only one to a bicycle.
   - People walking have the right of way.
2. Should Elliot be punished? How?
3. What are some of the things which might have happened because Elliot disobeyed the law?
   - Elliot might have gotten hurt.
   - Other people might have gotten hurt.
   - He could have caused car wrecks.
4. Do you think Elliot learned why laws should be obeyed?

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AUTHORITY

LET'S TALK ABOUT AUTHORITY
(STUDENT WORKSHEET Page 30)

Purpose: Demonstrate an understanding of authority and identify authority figures of the group to which one belongs (i.e. family, church, school)

DISCUSS:

1. What is authority?
   AUTHORITY: being the boss, leader, able to tell others what to do
2. Name some people in authority.
   - captain of a team
   - principals and teachers at school
   - parents at home
   - babysitters
   - coaches
   - umpires and referees
   - law enforcement officers
   - etc.
3. What are some characteristics of someone in authority?
   - being the leader
   - being able to tell others what to do
   - being responsible for others
   - making decisions affecting other people
   - showing leadership
   - giving guidance and assistance
   - promoting safety and the enforcement of rules and laws
4. Who is in authority at home? at school? in the community? (Be sure to bring out times when students have been in authority. e.g. with smaller brothers or sisters, with pets and peers, etc.)

Duplicate the worksheet and distribute to your students for them to complete.

Let's Talk About Authority

Directions: **The following story is divided into sections. Read each section and write the name of the person in authority.**

B. J. was sound asleep when his mother called. "B. J., it's time to get up and get ready for school." B. J. didn't want to get up but his mother had called and he had to do it.

MOTHER

After breakfast, B. J. went to catch the school bus. His bus stopped for him on the other side of the road so B. J. had to wait until the safety patrol got off the bus, held the red flag for cars to stop and motioned him to cross the road.

SAFETY PATROL

When B. J. sat down on the bus, he put his head out of the window to yell at his younger brother. The bus driver said, "Keep all parts of your body inside the bus."

bus driver

That morning his class was working in groups to make posters. B. J. was the leader in his group and helped others with their assigned tasks. B. J. was a good leader as he kept the work going but was not bossy.

B. J.

At lunch time B. J.'s table got noisy so the cafeteria aide had to ask some of the boys to move to another table.

cafeteria aide

After lunch, the class had recess and decided to play kick-ball. Captains were quickly chosen and teams made up. The game was fun because everyone did as the captains asked.

CAPTAINS

That afternoon, B. J.'s mother asked him to look after his younger brother while she went to the store. He was glad to do this as his younger brother was good about minding him.

Mother and B.J.

When mother came home B. J.'s brother went to take his dog for a walk.

B.J.'s brother

That night when the clock struck nine, he started off to bed and thought "Gee it's been a nice day."

Discuss student's answers.

30

Bag Surprise

Purpose: Determine the meaning and importance of legitimate authority

Divide the class into groups of four. Give each group a bag filled with the following:

- fabric of many textures
- paper of differing types
- paper clips
- buttons
- tissue or towel rolls
- miscellaneous objects

Students will need scissors, tape and paste. Direct the students to make up a creature from another world. Each group must make one creature from the materials provided and must do it in fifteen minutes WITHOUT TALKING! All communication must be with sign language.

DISCUSS:

1. How did you feel about not talking?
2. How did you feel about your product?
3. Did a leader develop in your group?
4. Why was this leader necessary?
5. Who gave the leader his/her authority?
6. Was it important for someone in a group to take authority? Why?

Who's In Authority?

Purpose: Identify authority figures of the groups to which one belongs (i.e. family, church, school), identify examples of the legitimate functions of these authority figures, and identify municipal, state and national figures and/or groups of authority

Have the students identify (orally or written) the authority figures that might be present in the following places. Discuss why people are needed in each situation and what they say and do in their roles as authority figures.

- at a fire
- in a baseball game
- in a movie theater
- at a grocery store
- babysitting
- at a pool
- doing homework
- on the roads
- in the school office
- in the cafeteria
- on the bus
- walking to school with younger brother and sister
- in the library
- on the playground
- at a corner where there is a traffic light

Who Am I?

Purpose: Identify authority figures of the groups to which one belongs (i.e. family, church, school), identify examples of the legitimate functions of these authority figures, and identify municipal, state and national figures and/or groups of authority

Read the following riddles to your class, and see if they can guess the authority figure the riddle describes.

WHO AM I?

WHO AM I?
I'm here to help you read and write,
And make sure you don't get into a fight.
Most kids are willing to learn,
I always let everyone have a turn.
I AM YOUR FRIEND YOUR. _____.
(teacher)

WHO AM I?
I protect you night and day,
And I'll help you on your way,
To the playground or the park,
And home again before it's dark.
I AM YOUR FRIEND THE _____.
(police officer)

WHO AM I?
If you need a helping hand,
Go to the corner where I stand,
Just ask me what you should do,
My duty is in serving you.
I AM YOUR FRIEND THE _____.
(crossing guard)

WHO AM I?
I drive you to and from your school,
I want you to follow ev'ry rule,
When you make a lot of fuss
It's hard for me to drive your bus.
I AM YOUR FRIEND THE _____.
(bus driver)

WHO AM I?
I'm here to judge right and wrong,
The cases though can be long.
To get people quiet I use a hammer,
And put the bad guys in the slammer.
I listen all day to people's cases,
Even if they stole a person's shoelaces.
I am a _____.
(judge)

Perhaps the students could create their own riddles about authority figures and share them with the rest of the class.

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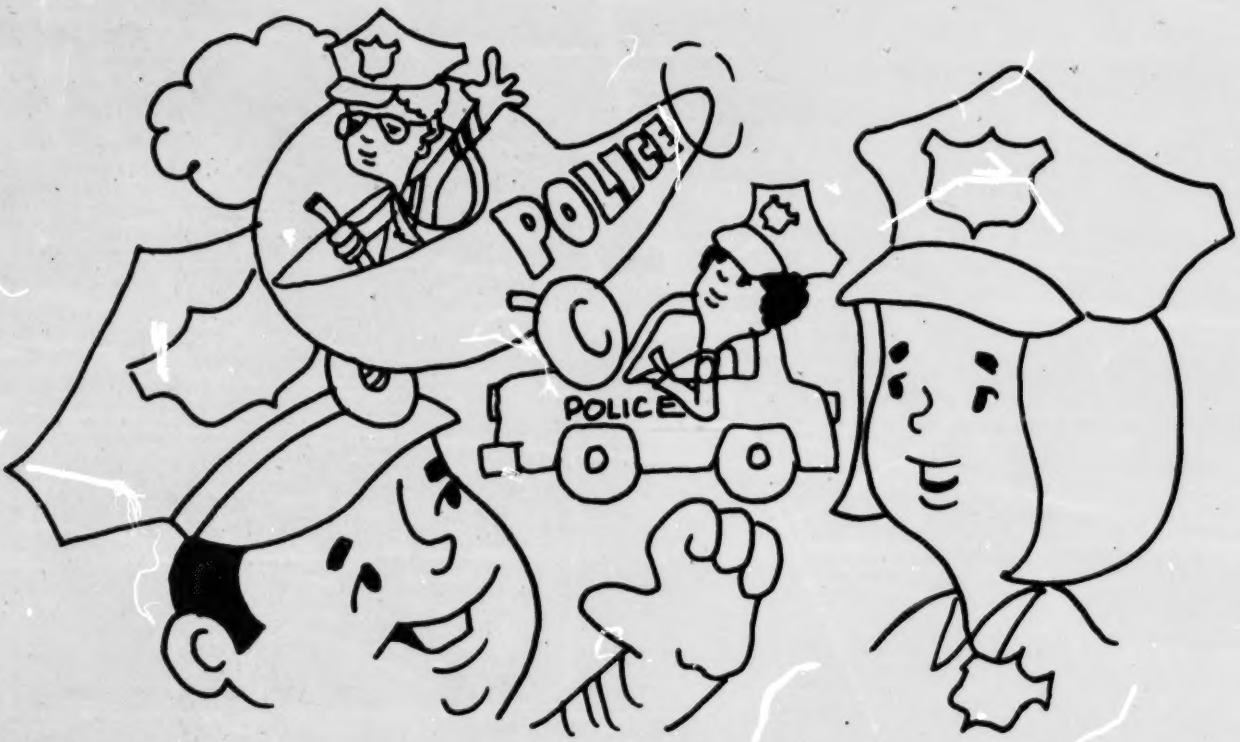
A POLICEMAN IS A COP IS A?

Purpose: Identify examples of the legitimate functions of these authority figures



Give each student a card stating one of the services that is performed by a police officer. One student is asked to role play what is written on the card. The rest of the class tries to guess what the officer is doing during his busy day. The first student to guess the correct answer becomes the next police officer.

Examples for cards:

I am riding in my patrol car.
I am helping a lost child.
I am directing traffic.
I am catching a burglar.
I am giving first aid.
I am giving a tour of the police station.
I am stopping a speeder.
I am giving directions.
I am using my dog to catch a thief.
I am teaching children about traffic lights.

Purpose: Demonstrate an awareness of methods of law enforcement in past and/or present cultures

Put a world map on the bulletin board with the above title. Have students choose other countries and check the encyclopedia to find the names given to policemen in other countries and post the names on the map. If policemen have oddities (i.e. in Japan they take flower arranging) include these.

NAME _____

Careless Carl Walks To School

Carl's mother usually drives him to school. One morning the baby was sick, so Carl had to walk to school. He knew he saw late, so he walked very fast. Because it was so late, traffic was heavy. There were no sidewalks, and cars kept whizzing by him. Once he moved a little way out in the street to pass a parked car and had to jump back quickly to avoid being hit by a truck. After that he kept looking over his shoulder so he could see if any cars were coming.

Finally, he saw a street light ahead where he could cross, but Carl knew he always had to wait and wait at that corner. He decided to watch the cars and cross the street at the first chance. When he thought the way was clear, he dashed across the street. Suddenly there was the sound of screeching brakes . . .

List below the traffic rules that Carl disobeyed.

Laws And The Crazy Elephant

There was once this crazy elephant named Elliot. He acted crazy because he did things without thinking.

When Elliot's birthday came, he got a brand new bike. He was very proud of this new bike and wanted to show it off. His mother said, "Now Elliot, you must let your father show you how to ride and teach you bike laws."

Elliot really wanted everyone to see his new bike so when his mother went to the store, he decided to ride it to town. As he got close to town he noticed all the cars were headed straight toward him. He heard someone yelling, "Get over you dummy. You're on the wrong side of the road." Elliot kept on going. A little later he saw a red light hanging above him, and he pedaled right underneath it. He heard horns honking and people shouting, but he kept on going.

As Elliot rode into town, he saw his friend Jumbo. He hollered, "Hey, Jumbo, want a ride?" So Jumbo jumped on the handlebars. Elliot could not control the bicycle very well, and the cars started honking again. He decided it would be safer to ride on the sidewalk. Suddenly, he saw a trash can right in his path, and he turned to miss it. He ran right into a lady elephant and knocked her down. Elliot decided maybe he had to learn bike rules after all.

Let's Talk About Authority

Directions: **The following story is divided into sections. Read each section and write the name of the person in authority.**

B. J. was sound asleep when his mother called, "B. J., it's time to get up and get ready for school." B. J. didn't want to get up but his mother had called and he had to do it.

After breakfast, B. J. went to catch the school bus. His bus stopped for him on the other side of the road so B. J. had to wait until the safety patrol got off the bus, held the red flag for cars to stop and motioned him to cross the road.

When B. J. sat down on the bus, he put his head out of the window to yell at his younger brother. The bus driver said, "Keep all parts of your body inside the bus."

That morning his class was working in groups to make posters. B. J. was the leader in his group and helped others with their assigned tasks. B. J. was a good leader as he kept the work going but was not bossy.

At lunch time B. J.'s table got noisy so the cafeteria aide had to ask some of the boys to move to another table.

After lunch, the class had recess and decided to play kick-ball. Captains were quickly chosen and teams made up. The game was fun because everyone did as the captains asked.

That afternoon, B. J.'s mother asked him to look after his younger brother while she went to the store. He was glad to do this as his younger brother was good about minding him.

When mother came home B. J.'s brother went to take his dog for a walk.

That night when the clock struck nine, he started off to bed and thought "Gee it's been a nice day."

UNIT III

Understanding Safety and Crime Prevention

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will develop protective strategies for dealing with strangers
- The student will learn how to properly mark personal property.

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
LET'S TALK ABOUT STRANGERS (inquiry, discussion, listening)

DANGEROUS STRANGER (play)*
What Would You Say? (critical thinking, creative writing)*
Car Suspect (identifying)
Deciding Together (problem solving, role play)
SHOPLIFTING IS STEALING (play)*

DISASTER DRILL (identifying emergency numbers)
PHONE SAFE (play)*

LOST AND FOUND (game)

Unsafe Places To Play (true and false testing)*
Fun With Words (making complete sentences)*
Safety Message (crossword puzzle)*

CHILD ABUSE AND NEGLECT (teacher information)

REDUCING VANDALISM (teacher information)
How much $$$ (discussion, problem solving)
Poor Willy Window (creative writing)

* STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement.

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by approved persons and rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend and to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations if lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL
The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local telephone directory or call your local law enforcement agency to obtain the telephone number or name of the NCSC representative in your area. Or write to:
NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

LET'S TALK ABOUT STRANGERS

Purpose: Students will be able to differentiate between a stranger and a friend

DISCUSS:

1. Who are strangers?
   – a person you have never met before
   – a person whom you may see often, but do not know anything about e.g. ice cream man
   – a person whose name and address you do not know
   – a person your parents or teachers do not know
   – not all strangers are grown ups
   STRANGER: someone we do not know
2. Who do we know that is not a stranger?
   – immediate relatives
   – friends of the family
   – classmates
   – certain people in authority such as: police officers, teachers, clergy, firemen, nurses, storekeepers, etc.
3. Can we trust all strangers that seem friendly? (No)

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4. What are some "never" rules which we should remember about strangers?
   - Never talk to a stranger.
   - Never go near a stranger.
   - Never get in a stranger's car.
   - Never accept candy, money or other gifts from strangers.
   - Never let a stranger into your home.
   - Never play alone away from where people can see you.
   - Never go anywhere with a stranger.
   - Never let a stranger touch you.
   - Never let a stranger join in your play.
   - Never go into vacant buildings, alleys, behind fences, walls or in other strange places where there could be danger.

5. What should we do if a stranger does bother us?
   - Be sure always to tell your parents if a stranger bothers you.
   - Go where there are other adults.
   - If you are at school, go to your teacher or principal.
   - Run home or to a friend's house.
   - Go into a store and tell a clerk.
   - If a stranger is in a car, turn around and go in the opposite direction.
   - Run and yell as loud as you can. Attract attention by yelling "fire".
   - When you are in a safe place, find an adult to help you report to the police. Try to remember as much as you can about the stranger and his/her car.
6. What should we try to remember in order to report a stranger who bothers us?
   - Remember how he/she looks. (race, clothing, sex, hair, age, height and weight)
   - If the stranger is in a car, try to remember what color the car is and any other details.
   - If possible, copy down the license number even if you have to write it in the dirt with a stick.
   - Remember which direction the stranger went.

DANGEROUS STRANGER

(STUDENT WORKSHEET Page 44)

Purpose: Students will act responsibly when confronted with a stranger

Choose three students to present the play to the rest of the class.

Dangerous Stranger

Characters: Narrator, Tom and Tom's father

Narrator: When we are away from our home and our parents, we should be very careful about strangers who speak to us. In this story Tom did something very dangerous.

Father: Hello, Tom. Did your class finish practicing for the play?

Tom: Yes, Father, and I have the leading role.

Father: That's nice. What took you so long to get home? The practice was over at least forty-five minutes ago.

Tom: Well, I was the last one to get dressed. When I came outside there was a man waiting in a car. He said that Mom had sent him to pick me up.

DISCUSS:

1. What should Tom have done when the stranger said that Tom's mom had sent him?
   - called home before accepting the ride
2. What should he have done about accepting the gifts?
   - refused them and reported the incident to the nearest responsible adult — principal, police officer, etc.
3. What should you do if a stranger follows you and tries to talk to you or give you things?
   - go the other way, report the incident, etc.
4. What should you try to remember about a stranger or the car he is in?
   - age, sex, coloring, etc. of stranger
   - color, model, license number

What Would You Say?

(STUDENT WORKSHEET Page 46)

Purpose: Students will determine proper behavior when dealing with strangers

Distribute the worksheets to your students. Discuss what is happening in each picture. Ask your students what they think the stranger is saying to the student.

Car Suspect

Purpose: Demonstrate an awareness of the importance of details in certain situations

Distribute paper or tagboard to the students. Demonstrate on the blackboard how to draw a license plate (could include license numbers, expiration dates, name of a state, a state motto, a small picture or symbol of the state, etc.). **Instruct students to draw a make-believe license plate including details of their choice.** Collect the drawings when they are completed.

Each student should have a pencil and a piece of paper. The teacher stands in front of the class and holds up each license plate for a few seconds only. Students should write or draw whatever they remember of the number and details of each license plate. The teacher should then display the license again so that students can compare with what they wrote.

The teacher could also have a prearranged stranger to the class run in and snatch something from the room and then have students describe the person.

- **Compare student descriptions**
- **Note the importance of stating what they are certain they saw compared to what they "thought" they saw**

DISCUSS:

1. Why is it important to remember details of license plates?
   - If you witnessed a crime or an accident, you would be able to give important information to the police.
2. What other details might it be important to remember?
   - details of what a person looks like
   - details of what a person is wearing
   - details of what a car looks like

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Deciding Together

Purpose: Determine responsible behavior for given situations

Divide the class into groups and allow each group to choose a situation. Each group should have a choice of the way in which they will present their situation, e.g. role play, art or a group story. Have students share the presentations with the class. After each, discuss whether the situation was handled appropriately. Why? Why not?

Situations:

1. While walking to school a stranger offers you and a friend a ride. What should you do?
2. You and your brother/sister get on a city bus to go to Grandmother's house. Where do you sit?
3. You have been playing at a friend's house, and before you know it, it is dark. It's time to go home. What do you do?
4. On the way to school you and a friend stopped to watch a telephone line repair crew at work. Now you are late for school. There's a shortcut through an overgrown lot. What do you do?
5. When you and your friend were walking home from school, your friend accepted a ride from a stranger. What should you do?

SHOPLIFTING IS STEALING

(STUDENT WORKSHEET Page 47)

Purpose: Demonstrate an understanding of how individuals and/or groups react to acceptable behavior and demonstrate an awareness of ways in which unacceptable behavior may produce negative results for the individual and/or the group

DISCUSS:

1. What does "stealing" mean?
   STEALING: taking someone's property without permission from the owner
2. Has anything of yours ever been stolen?
3. How did you feel when you found it missing?
4. What is shoplifting?
   SHOPLIFTING: when someone takes something from a store without paying for it
5. Why is this wrong?
6. If you value honesty, would you shoplift?
7. What could happen to a child who shoplifts?
   — The store manager could hold the child and call the police or the child's parents. The police and/or parents would reprimand the child and could put certain restrictions or punishments on the child, e.g. could never enter the store again, would have to come home directly from school; child would lose trust of parents and police. If the child has shoplifted many times before then he/she could be sent to a detention home.
8. What is your responsibility if you see someone shoplifting?
   — tell the clerk or store manager
   — tell your parents
   — call the police

Choose four students to present the play to the rest of the class. Following the presentation allow the Narrator to lead a class discussion using the questions at the end of the play.

Shoplifting Is Stealing

Narrator: Bob, Jim and George are on their way home from the Hobbie Craft Store.

Jim: Did you guys see that boy trying to steal the model airplane kit?

Bob: Yeah, I sure did! Boy, did he have nerve!

George: My parents told me that things cost so much because people steal and shoplift.

Jim: That's why I think we did the right thing by telling the clerk of the store that the boy had shoplifted.

Bob: He deserves what he gets! Shoplifting is against the law!

Narrator: The boys stopped by the candy store on the way home. Jim and Bob had money to buy what they needed, but George had spent all of his money at the Hobbie Craft Store.

George: I don't have any money, but I sure would like to get some bubble gum, because they have "Star Wars" trading cards.

Jim: I'm going to buy two packs so I can get two more cards for my Star Wars collection.

Bob: Well, I'll buy two and maybe we can trade some cards, Jim.

Narrator: Jim and Bob go to the counter to pay for their bubble gum, but George stays at the bubble gum stand.

George: (to himself) Boy, I sure would like some of the trading cards. There are rows of bubble gum everywhere. I'll bet they won't miss JUST ONE.

Narrator: George picks up a pack of bubble gum and slips it into his pocket. About that time Jim and Bob turn to tell George to hurry up and see him put something into his pocket. Jim and Bob look at each other in shock.

DISCUSS:

1. What should Jim and Bob do?
2. Would you report a friend who has shoplifted as quickly as you would a person you did not know? Why? Why not?

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DISASTER DRILL

Purpose: Demonstrate an understanding of responsible behavior in an emergency situation

Post a list of emergency phone numbers for your locality. Divide the class into small groups and assign each group an emergency situation. Each group should role play or present to the class how the emergency should be handled and which emergency phone numbers should be used.

Suggested Emergency Situations:

a) You're at home alone and smell gas.
b) A younger brother or sister has swallowed household cleanser.
c) One of your friends has fallen into a construction hole or some other tight place. You cannot reach this person.
d) You see a person pulled from a swimming pool. Someone has started giving mouth-to-mouth resuscitation. You are told to call for help.
e) You and your mother are at home alone. Your mother has fallen down the stairs and cannot get up.
f) You see a small fire flaming in the basement.
g) There has been a wreck in front of your house.
h) You are at home, and you think someone is trying to break in.
i) You see smoke coming out of a neighbor's house, and you don't know if anyone is home.
j) You come home and the front door is open when you know it should be locked.
k) You keep your bike in the garage. When you get home, it is gone.

* Students should be taught not to enter their homes in such a situation but go to a neighbors and call for help.

PHONE SAFE

(STUDENT WORKSHEET Page 48)

Purpose: Demonstrate an understanding of safe phone answering techniques

Choose four students to present the play to the rest of the class. Following the presentation allow the Narrator to lead a class discussion using the questions at the end of the play.

Phone Safe

Characters: Narrator, Jane, Mr. and Mrs. Brown

Narrator: Jane is babysitting for the Browns. She will be alone for about two hours.
(Phone rings.)

Jane: Hello. . . No, Mr. and Mrs. Brown are not in. They said that they should be back in a couple of hours. Would you like to leave a message and have them return your call? . . . O.K.! Bye!

Narrator: Jane goes back to playing with the Brown baby. Presently Mr. and Mrs. Brown come through the door.

Mr. Brown: Hello, Jane. How was your evening?

Jane: Everything was fine. But there was a phone call for you.

Mrs. Brown: Did they leave a message?

Jane: No, all the man wanted to know was if you two were home. When I told him that you would be returning in a couple of hours, he hung up.

LOST AND FOUND

Purpose: Display observable responsibility for personal belongings and school materials

While students are at recess or under someone else's supervision, fill a large bag with items that belong to them — coats, books, sweaters, caps, notebooks, lunch boxes and any other accessible items. If at all possible, try to include at least two objects that are difficult to tell apart.

When the class returns, tell the students that there are some missing articles in the room and they are going to play the Lost and Found game. Allow students to take turns being the "detective". Have each detective take one article out of the bag and look for some type of identification. If an item is properly marked, the owner may come and claim it. Assemble those items that are not marked in a pile to be claimed at the end of the activity. If there are two items that are very similar (such as two reading books), point out the difficulty of identifying them when there are no names.

DISCUSS:

1. What have you learned from this game?
2. Why is it important to mark your property with your name or some other mark of identification?
3. Name some possessions which can be labeled with a name and how the label might be applied.
4. What are some good ways to mark your property?
   - books—mark with pen so your name cannot be erased
   - clothing — mark with an indelible marker (one that does not wash out). Be careful with iron-on tapes because they can easily be peeled off.
   - possessions — mark with an electric engraver when possible. Engravers are often available for use through the local police station.

You could award a badge to those students who had their property properly marked.

Obtain an idelible laundry marker and perhaps an engraver and help students mark their possessions. A student committee composed of the students who did have their possessions properly marked in the Lost and Found game could be appointed to help with this activity.

(Parental permission should be obtained before any marking is done.)

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Unsafe Places To Play
(STUDENT WORKSHEET Page 50)

Purpose: Demonstrate responsible behavior for given situations

Distribute the worksheet to be completed by the students. Discuss the answers.

Unsafe Places To Play

NAME _____

READ THE SENTENCES BELOW AND ANSWER "TRUE" OR "FALSE"

1) It is a good idea to take shortcuts. False

2) Vacant fields can be trouble spots. true

3) "No trespassing" means "Keep Out". True

4) Empty buildings are safe places to play. False

5) Playing in the park where no one can see you is all right. False

6) It is safer to go into a public restroom with a friend. True

7) People who won't let children play at construction sites are mean. False

8) Alleys can be dangerous places. True

9) Walking through the woods alone is safe. False

10) If you are away from home when it gets dark, you should call your parents. True

Have a "Safety-Match" game. Divide your class into two teams and have them line up facing each other. Read statements such as the ones above and have teams take turns in answering "true" or "false". If the question is answered correctly, the student remains standing. If the answer is not correct, the student must sit down. The team with the most students standing at the end of the game wins.

Fun With Words
(STUDENT WORKSHEET Page 51)

Purpose: Demonstrate responsible behavior for given situations

Distribute the worksheets to students. In exercises 1-3, have students unscramble the letters to make words which will form a message. In exercises 4-5, unscramble the words to form good safety rules. (The first word in these exercises is capitalized.)

Fun With Words

Unscramble the following words and write them in the blanks below each box. Read the message.

1.

YSAAWL	KLCO	ROUY	ORSOD	DNA	INWOWDS
always	Lock	your	Door	and	windows

2.

TROPER	OT	OPICEL	FI	NERGS TRAS	TEHOBR	UOY
Report	To	police	iF	strangers	bother	you

3.

AVHE	REECGENYM	MNBURSE	REAN	RUYO	EPOHN
Have	emergency	Numbers	Near	your	phone

These words are all mixed up. Write them in the correct order on the blanks below each line to make a good safety rule.

4. stranger to a door open your Never
Never open your door To a stranger

5. remember good tries to A important details witness
A good witness Tries to remember important details

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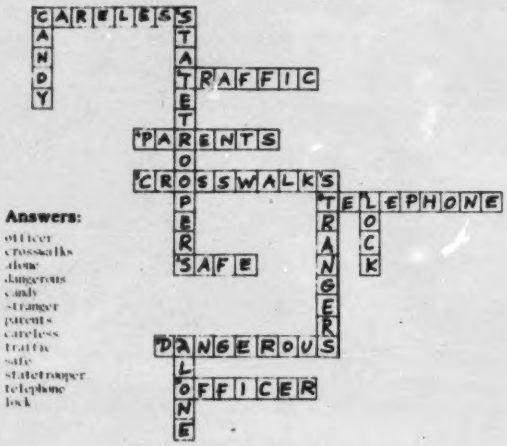
Safety Message

(STUDENT WORKSHEET Page 52)

Purpose: Demonstrate responsible behavior for given situations

Distribute the worksheet to students. Have students fill in the crossword puzzle with the words at the top of the page.

Safety Message



Answers:

officer
crosswalks
alone
dangerous
candy
stranger
parents
careless
traffic
safe
statetrooper
telephone
lock

ACROSS:

1. Not careful
3. Jane said, "There is a lot of ___ on the street."
4. Mother and Father (what are they)
5. Where you can walk across the streets
6. Opposite of unsafe
8. Something you can talk on
9. Not safe (danger)
11. "Police ___ (not man)

DOWN:

1. Sweet treat
2. A state ___ works with a police force
7. Not a friend (Stranger)
10. By yourself not with anybody
12. Jane has a ___ on her door to keep the robbers out.

Invite a Law Enforcement Officer to come to your class to emphasize the importance of the safety "tips" your class has discussed in Units I, II, and III.

CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused child" means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" — possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances — e.g. excessive drinking and/or drunkeness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.
There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

REDUCING VANDALISM

Teacher Information

Purpose: To promote student participation in reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back". Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. **Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? Clean?**
2. **What are some improvements we can make in our room? School building? Grounds?**
3. **How can we make sure each of us do the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)**

Teacher's Notes...

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Lesson 1:

HOW MUCH $$$

(Will work nicely with Language Arts Class)

Purpose: Demonstrate an awareness of the cost of vandalism to society

Prelesson discussion questions:
- Have you ever seen writing on stop signs, sidewalks, or buildings that did not belong there?
- Have the windows of the school ever been broken during the night?
- How about the school lawn — have people ever ruined it during the night?
- Who do you think did it?
- Why did they do it?
- What is vandalism?
- Who pays to have the school repaired when it is vandalised?
- Who pays when a stop sign is ruined?
- Do you think it costs alot?

Bring in the maintenance director of the school district to the class to discuss vandalism in the district and the cost, not only of replacement but the hours of labor that must be paid for.

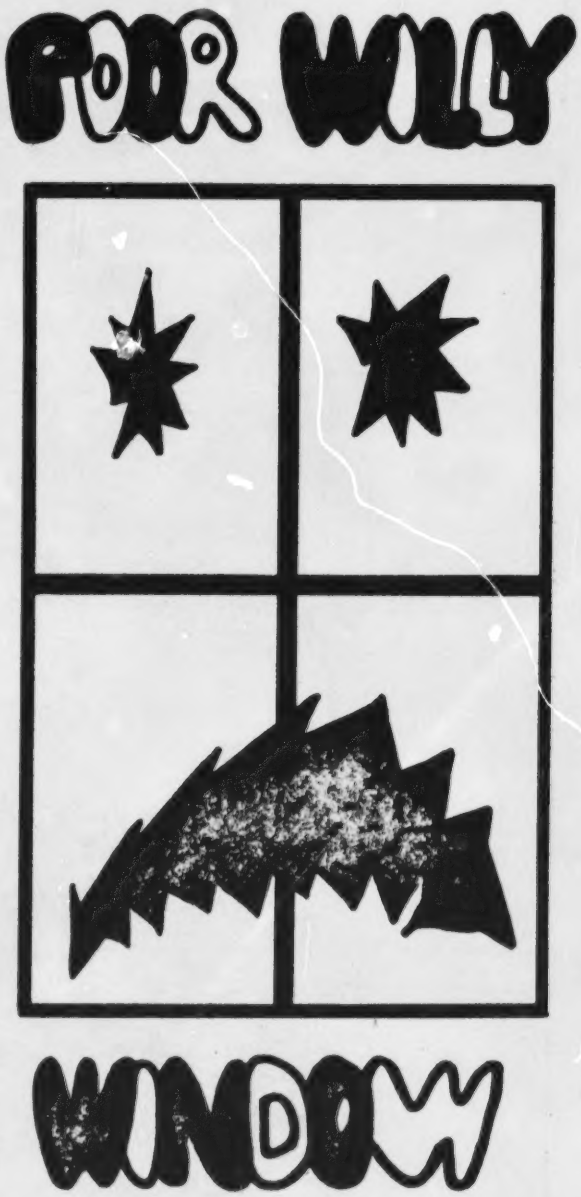
Post-speaker questions:
- (Teacher could give school rules regarding vandalism.)
- Perhaps you have some ideas on how we can prevent these problems.
- Let's write our ideas down in letter form and send them to the principal. Maybe he can use a little help.

(Another activity to go along with this would be a poster campaign.)

Lesson 2:

POOR WILLY WINDOW

Purpose: Given an example of a vandalized object, students will recognize the same and express it by writing a fictional paragraph depicting the cause



Directions:

Poor Willy Window lives at Washington School. He was fine when the students left last night but look at him now!

Write a paragraph explaining what has happened to poor Willy Window.

Dangerous Stranger

Characters: Narrator, Tom and Tom's father

Narrator: When we are away from our home and our parents, we should be very careful about strangers who speak to us. In this story Tom did something very dangerous.

Father: Hello, Tom. Did your class finish practicing for the play?

Tom: Yes, Father, and I have the leading role.

Father: That's nice. What took you so long to get home? The practice was over at least forty-five minutes ago.

Tom: Well, I was the last one to get dressed. When I came outside there was a man waiting in a car. He said that Mom had sent him to pick me up.

Father (with a frown): What happened next?

Tom: I got into the car. Then he said it was all right if we stopped at the store. He bought me this model car. When we came out of the store, he opened the trunk and gave me a bag of candy. He brought me home and asked me to meet him again tomorrow and said he would have another present for me.

Father: Tom, when you left home this morning did your mother or I tell you that someone would pick you up after play practice?

Tom: No.

Father: Then why did you get into a stranger's car?

Tom: Because he looked so nice, and I thought he was telling the truth.

Father: Tom, there are good strangers and bad strangers. Some strangers are people who help us such as police officers and fire fighters. We trust these people because they are hired by people who find out about them before they are given a job. There are other strangers about whom we know nothing, and while they may be nice, we take a chance by going with them. They may wish to do us harm.

Father: This is why I want you to be aware of stranger danger. I am going to call the police right away. Do you remember anything about the car or the man so we can tell the police?

Tom: No.

Father: What are you going to do if it happens again?

Tom: Go the other way or back into the school building and call home.

Father: Good, and if you call home and no one answers, call Mr. Brown next door.

WHAT WOULD YOU SAY?

Shoplifting Is Stealing

Narrator: Bob, Jim and George are on their way home from the Hobbie Craft Store.

Jim: Did you guys see that boy trying to steal the model airplane kit?

Bob: Yeah, I sure did! Boy, did he have nerve!

George: My parents told me that things cost so much because people steal and shoplift.

Jim: That's why I think we did the right thing by telling the clerk of the store that the boy had shoplifted.

Bob: He deserves what he gets! Shoplifting is against the law!

Narrator: The boys stopped by the candy store on the way home. Jim and Bob had money to buy what they needed, but George had spent all of his money at the Hobbie Craft Store.

George: I don't have any money, but I sure would like to get some bubble gum, because they have "Star Wars" trading cards.

Jim: I'm going to buy two packs so I can get two more cards for my Star Wars collection.

Bob: Well, I'll buy two and maybe we can trade some cards, Jim.

Narrator: Jim and Bob go to the counter to pay for their bubble gum, but George stays at the bubble gum stand.

George: (to himself) Boy, I sure would like some of the trading cards. There are rows of bubble gum everywhere. I'll bet they won't miss JUST ONE.

Narrator: George picks up a pack of bubble gum and slips it into his pocket. About that time Jim and Bob turn to tell George to hurry up and see him put something into his pocket. Jim and Bob look at each other in shock.

DISCUSS:

1. What should Jim and Bob do?
2. Would you report a friend who has shoplifted as quickly as you would a person you did not know? Why? Why not?

Phone Safe

Characters: Narrator, Jane, Mr. and Mrs. Brown

Narrator: Jane is babysitting for the Browns. She will be alone for about two hours.
(Phone rings.)

Jane: Hello. . No, Mr. and Mrs. Brown are not in. They said that they should be back in a couple of hours. Would you like to leave a message and have them return your call? . . . O.K.! Bye!

Narrator: Jane goes back to playing with the Brown baby. Presently Mr. and Mrs. Brown come through the door.

Mr. Brown: Hello, Jane. How was your evening?

Jane: Everything was fine. But there was a phone call for you.

Mrs. Brown: Did they leave a message?

Jane: No, all the man wanted to know was if you two were home. When I told him that you would be returning in a couple of hours, he hung up.

Mr. Brown: Jane, we need to have a talk

Jane: Why? Did I do something wrong?

Mrs. Brown: You did something that was very unsafe and could have caused some serious problems.

Jane: What did I do? Don't you want me to answer the phone?

Mr. Brown: Yes, but the problem is in the way you answered it. You need to be more phone-safe.

Jane: What do you mean?

Mr. Brown: "Phone-Safe" is the proper way to answer the telephone so the caller will not know that there is no adult in the house. Some bad people might try to break in if they know this.

Jane: So what should I do? Lie?

Mrs. Brown: Well Jane, sometimes, especially when you are alone and a stranger calls, it is better for you to not tell the truth. Tell the person that we are busy and not able to come to the phone. Ask for their name and number so that we may return the call. If they do not give you that call us or a neighbor and tell them what happened.

Jane: I understand now. From now on I'll be sure to always be phone-safe.

Narrator:

1. What was Jane's mistake?
2. Why did the Browns say that Jane had done an unsafe thing?
3. What is the proper way of answering a caller who wishes to speak to an adult on the phone?

Unsafe Places To Play

NAME _____

READ THE SENTENCES BELOW AND ANSWER "TRUE" OR "FALSE"

1) It is a good idea to take shortcuts. _____

2) Vacant fields can be trouble spots. _____

3) "No Trespassing" means "Keep Out". _____

4) Empty buildings are safe places to play. _____

5) Playing in the park where no one can see you is all right. _____

6) It is safer to go into a public restroom with a friend. _____

7) People who won't let children play at construction sites are mean. _____

8) Alleys can be dangerous places. _____

9) Walking through the woods alone is safe. _____

10) If you are away from home when it gets dark, you should call your parents. _____

Fun With Words

Unscramble the following words and write them in the blanks below each box. Read the message.

1.

YSAAWL	KLCO	ROUY	ORSOD	DNA	INWOWDS

2.

TROPER	OT	OPICEL	FI	NERGSTRAS	TEHOBR	UOY

3.

AVHE	REECGENYM	MNBURSE	REAN	RUYO	EPOHN

These words are all mixed up. Write them in the correct order on the blanks below each line to make a good safety rule.

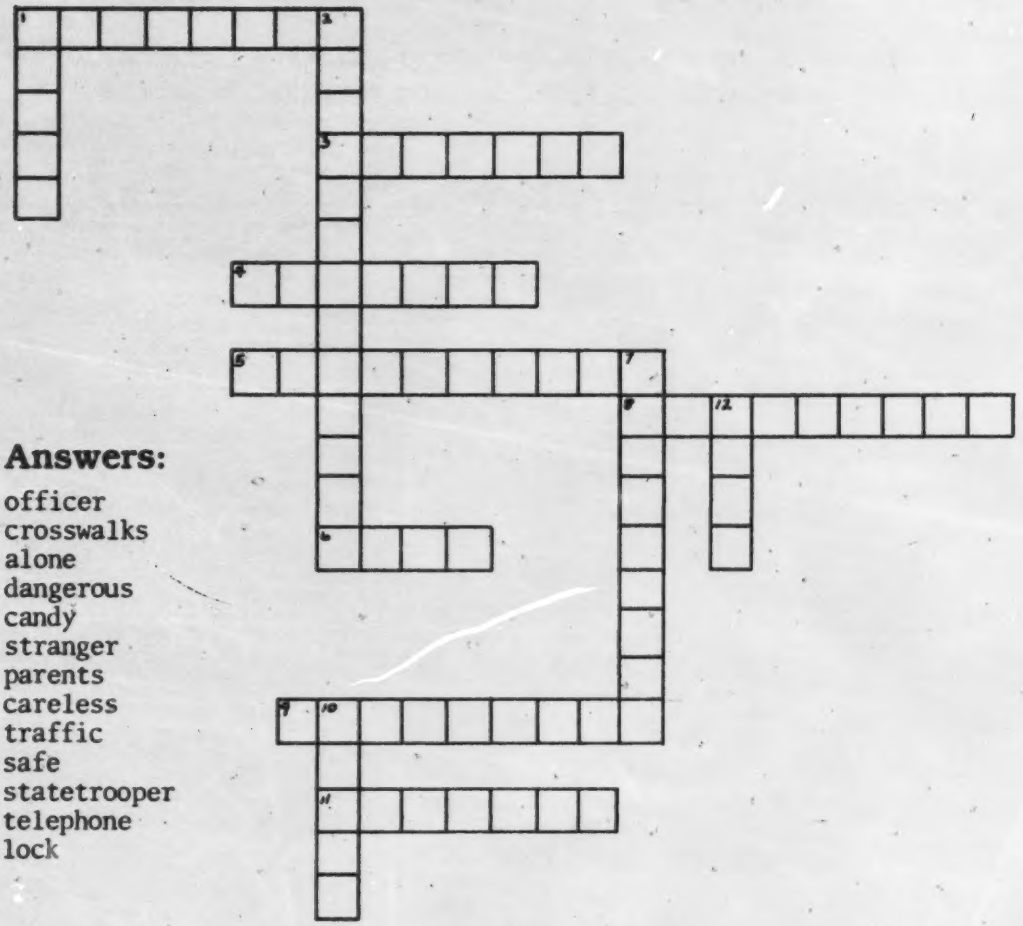
4. stranger to a door open your Never

_____

5. remember good tries to A important details witness

_____

Safety Message



Answers:

officer
crosswalks
alone
dangerous
candy
stranger
parents
careless
traffic
safe
statetrooper
telephone
lock

ACROSS:

1. Not careful
3. Jane said, "There is a lot of _____ on the street."
4. Mother and Father (what are they)
5. Where you can walk across the streets
6. Opposite of unsafe
8. Something you can talk on
9. Not safe (danger)
11. "Police _____ (not man)

DOWN:

1. Sweet treat
2. A state _____ works with a police force
7. Not a friend (Stranger)
10. By yourself not with anybody
12. Jane has a _____ on her door to keep the robbers out.

STUDENT WORKSHEET

JETS

JUSTICE
EDUCATION
TEACHING
STRATEGIES

Supplementary Materials

UNIT I

Student Reading List

Flack, Marjorie, Walter, The Lazy Mouse. New York: Doubleday and Company, 1937. (assuming responsibility)

Gold, Sharlya, Amelia Quackenbush. New York: Seabury Press, Inc., 1973. (following directions)

Heilbronner, Joan, This Is The House Where Jack Lives. New York: Harper-Row. (cause-effect)

Hoban, Russell, Best Friends For Frances. New York: Harper-Row, 1969. (conflict)

Levy, Elizabeth, Lizzie Lies A Lot. New York: Delacorte Press, 1976. (individual values, cause-effect and conflict)

Oppenheim, Joanne, On The Other Side Of The River. New York: Franklin Watts, 1972. (need for cooperation between neighboring cities)

Films and Filmstrips

DONALD'S CRIME — 16mm — 7 min. — Walt Disney Educational Media Company — 1974

DONALD'S CRIME can provide a means for introducing the subject of theft without upsetting or embarrassing the students. The humor and exaggeration of the events that follow Donald's crime lighten, but do not disguise, the real nature of his misdeed.

Students can see in Donald's traumatic experience some profound truths about human nature: the changes which take place in an individual's personality when he has violated the rules of his society, the loss of self-esteem, the agressive behavior, the pretended indifference and attempts at justification, and above all the feelings of alienation when he has placed himself outside the bounds of respectable society. Students can see how Donald is let to right his crime and thus bring peace to himself and the others involved.

DISCUSS:

1. What were the consequences of Donald's actions?
2. Did he accept the responsibilities for these actions?
3. Why does a person steal?
4. Is it possible to like a person and still not like the way he acts? Why is it important to consider a problem in this way?
5. Why do some people who break rules act as if they don't care? Do they really feel that way?
6. Is a feeling of self-esteem or self-worth important to a person?

BUT IT ISN'T YOURS — First Things Series — filmstrip — 12 min. — Guidance Associates — 1972

BUT IT ISN'T YOURS...is a two-part sound filmstrip presentation. Each part dramatizes an unresolved dilemma inviting classroom discussion about property rights.

Part 1 asks the question: Is it ever right to borrow something without asking?

Part 2 asks the questions: When something is yours, is it always and forever yours? What happens if you don't take care of it? Can it then belong to somebody else?

DISCUSS:

Part 1—

1. Which is easier to replace — a piece of wood or a whole sled?
2. Have you ever been in a situation when you just had to use someone else's property, and you didn't have time to ask permission?
3. Karen, the girl at the community center, seems to think that Lionel will understand if Jason uses his wood. Does that make a difference?
4. Will Lionel still be Jason's friend if Jason takes his wood without asking? Why?
5. Remember that Lionel has already measured the wood and drawn lines on it. Does that make a difference? Why?
6. When Jason used his brother's sled, he was using something that didn't belong to him. What if he now uses wood that doesn't belong to him, how do you feel about that?

Part 2—

The following questions may be asked if most children favor Doug **giving the bike to Diana**, the girl who fixed it.

1. Should Diana have asked Larry about the bike before she went ahead and fixed it?
2. Was it fair for Doug to let Diana work on the bike when he had originally given it to Larry? Is it fair to take back a gift and give it to someone else?

The following questions may be asked if most children favor Doug **returning the bike to Larrry:**

1. Is it fair for Larry to have the bike when the girls did all the work fixing it up?
2. Larry said he was planning to fix the bike next week. Does it make a difference if Larry always says things like that but never gets around to doing what he plans to do?
3. Does it matter that Larry didn't help clean out the basement? When he went to the game, did he give up his right to the bike?

THE TROUBLE WITH TRUTH — First Things Series — PART I — filmstrip — 7 min. - Guidance Associates — 1972

In Part I, Patrick and six of his friends visit the local fishing area with Dave, their camp counselor. As a special treat, Dave has made arrangements with a lobster fisherman to take the children out in his boat for a ride. A dilemma arises.

The viewers as well as Patrick must make up their minds — what is the right thing to do? Careful consideration of all conflicting reasons is encouraged before final judgments are made.

DISCUSS:

1. Should those children who did not go on the boat be treated the same as those who did? Why?
2. Was the Captain's rule fair to the children who did not go on the boat? Why?
3. Can the group think of a rule that is more fair than the Captain's rule?
4. Why is Captain Conner's rule a good one?
5. How will Dave and Captain Conner feel if they ever find out Patrick didn't tell them the truth?
6. Suppose Dave and Captain Conner ask Patrick if anyone got on the boat, what should he do then?
7. How do you think Patrick will feel if he lies?

SUGGESTED ACTIVITIES:

Role Playing —

1. Children always seem to want to know how the stories end. There are several ways to capitalize on this concern. They might role play what happens after the filmstrip ends. Or they might like to draw pictures and write stories about what they think the outcome should be.
2. Your mother tells you to say you are under six so you can ride on the bus for free. One child plays the mother, one the child, and one the bus driver.
3. You want to go to the movies, but you have only enough for a child's ticket and you are over twelve. Have one child play the ticket taker, one play the thirteen-year-old, and others play friends who are going to the movies, too.

WHAT SHOULD I DO? — Lunch Money — 16 mm — 6 min. — Walt Disney Educational Media Company — 1969

"Finders keepers, losers weepers!" That's what they say. But does it really work out that way? What should you do if you find books or toys or money? Just go on by? Golly, it might belong to a friend, and you'd be doing a favor! Or maybe there will be a reward later! Besides, if you don't pick it up, someone else will. But if you do, will others think you're stealing? If someone claims it, how can you be sure they're telling the truth? You sure would like to take it!

UNIT II

STUDENT READING LIST

Beame, Rona, **Calling Car 24 Frank: A Day With The Police.** New York: Messner, 1972. (the work of a policeman in an urban community)

Brown, David, **Someone Always Needs A Policeman.** New York; Messner, 1972. (the varying roles of a police officer)

Keegan, Marcia, **The Taos Indians And Their Sacred Blue Lake.** New York: Messner, 1972. (legal ways to change laws)

Leaf, Munro, **Fair Play.** New York: J. B. Lippincott, 1967. (the necessity for rules and laws)

Stanek, Muriel, **How Rules and Laws Help Us.** Westchester, Illinois: Benefic Press, 1969. (the necessity for rules and laws)

Films and Filmstrips

WHAT DO YOU DO ABOUT RULES? — First Things Series — filmstrip — 15 min. — Guidance Associates — 1972

Part 1 introduces Cheetah, a superhero member of the Cat People. The Cat People aid those in trouble and combat crime. Each member of the Cat People is forbidden to reveal his true identity: that is their most important rule. Cheetah is Sam Wilson in real life, but even Sam's wife and his son, Marcus, are not aware of his secret identity. A crisis arises and Sam is faced with the following questions: What should Sam Wilson do now? Should he remain silent and let his own son think that he is a bank robber? Or should he break the most important rule of the Cat People, and tell Marcus that he is Cheetah? Sam's decision is a complicated one, because his desire to obey the rule of the Cat People conflicts with his concern about what Marcus will think.

DISCUSS:

Part 1 –

1. Should Sam Wilson lie to his son in order not to break the rule? Why or why not? Should lying to his son be any more or less important to Sam than breaking the rule?
2. Suppose that an adult (a friend or a neighbor of Sam's) saw him climb out the bank window. Should Sam then break the rule and explain what he was doing? Would it be worse to lie to the adult or to his son?

Part 2 –

1. What should happen if the Cat People jury cannot agree on a fair punishment? How could they come to a decision?
2. What do you think should happen if Cheetah is not punished, and afterward his son Marcus tells others about his father's secret identity?

HARK THE SAFETY FAIRY SINGS — 16 mm — 10 min. — Film Communicators

Christmas season is upon us and the safety fairy makes her annual inspection to a home only to be discovered. She continues her work with her new found friend.

This film done with puppets is not only informative as to holiday fire safety but also very entertaining. Excellent.

SMUSH OUT THE FIRE — 16mm — 12 min. — Film Communicators

Done in a classroom this film gives basic fire drill procedures and the drop roll and smoke crawl techniques.

FIRST AID FOR CHILDREN — 16 mm — 11 min. — Paramount Communications

Basic school safety rules and simple first aid techniques are given in a school situation.

HALLOWEEN SAFETY — 16 mm — 10 min. — Centron Educational Films

Gives children highway safety rules plus novel ideas for practical safe costumes.

MY DAD'S A COP — 16mm — 16 min. — William Brose Production

This film was written and acted by a real policeman and his family. It gives good insight into the problems faced by children of policemen and shows the human side of the cop. Although a little overacted the film is excellent and should be seen by all children.

SUGGESTED ACTIVITY:

A child may voluntarily make reference to a situation in which he or she broke a rule. Perhaps the class can help to decide whether it was the right thing to do in the particular instance.

UNIT III

Films and Filmstrips

TROUBLE WITH STRANGERS — 16 mm — 10 min. — Sid Davis Productions

Karen had been told by her parents not to accept gifts or rides from strangers, but one afternoon on her way home from school she forgets these warnings. This time, however, Karen is lucky. A friend sees her get into a stranger's car, and reports his license number to the police. Officers locate and stop the car, and Karen is soon safe at headquarters.

While she's waiting for her mother to come for her, she talks with a policewoman, who tells her stories of other boys and girls who also had trouble with strangers. Each story concerns a place and situation where children like Karen might run into danger. The most important safety rules are presented in an interesting dramatic form. By the time Karen goes home with her mother, both she and the boys and girls who watch the film have learned a great deal about avoiding trouble.

Film Distributors

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

SID DAVIS PRODUCTIONS
1144 S. Robertson Boulevard
Los Angeles, California 90035

WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 Sonora Avenue
Glendale, California 91201

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CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

GLOSSARY

BOLD PRINT — indicates teacher definition
light print — indicates a simplified student definition

ATTITUDE — **A FEELING OR EMOTION TOWARD SOMEONE OR SOMETHING.**
— one's feelings about persons, places, things and actions

AUTHORITY — **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR.**
— being the boss, leader, able to tell others what to do

CONFLICT — **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
— a problem to be solved either with self or others

CONSUMER — **ANYONE WHO USES GOODS OR SERVICES.**

CRIME — **AN ACT IN VIOLATION OF THE LAW**
— breaking the law

FEELING — **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
— what we believe or think about someone or something

LAW — **A SET OF RULES OR REGULATIONS BY WHICH A PARTICULAR GROUP OR COMMUNITY REGULATES THE CONDUCT OF THE PEOPLE WITHIN IT**
— an official set of rules

RESPONSIBLE — **RELIABLE, TRUSTWORTHY**
— carrying out a job or doing what you are expected to do

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
— something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
— keeping away from places or people that will harm us
— acting so we will not get hurt

SHOPLIFTING — **ILLEGALLY REMOVING GOODS FROM A STORE WITHOUT PAYING FOR THEM**
— when someone takes something from a store without paying for it

STEALING — **TAKING SOMEONE'S PROPERTY WITHOUT PERMISSION FROM THE OWNER**
(synonym - theft, larceny)
— taking someone's property without permission from the owner

STRANGER — **SOMEONE WE DO NOT KNOW**
— someone we do not know

VALUE — **AN IDEAL OR BELIEF THAT ONE HOLDS IMPORTANT**
— something considered important and worthwhile

VANDALISM — **DELIBERATELY DESTROYING PROPERTY**
— deliberately destroying property